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ABSTRACT

A project to develop, produce, and disseminate a multicultural, multi-level curriculum for English-as-a-Second-Language (ESL) learners is described and evaluated. The curriculum is designed for thematic instruction at the beginning and intermediate language levels, and addresses four language skill areas (listening, speaking, reading, writing). Development of the curriculum involved surveying ESL students in two classes to determine the topics that best meet their interests and language needs. Six subject areas were selected: introductions; talking about families; health; current events; neighborhoods; and exploring careers. Instructional activities emphasizing the four language skills were developed for each subject. The activities were field tested in three ESL classes, and teacher and student feedback used to refine the materials. A curriculum manual and teacher's guide were also prepared, and two workshops on the curriculum were presented. Students who participated in the field testing gained significantly in listening/speaking and reading proficiency. The project was found to have met its goals and objectives. Students' letters to the author/developer are appended. The student manual and student and teacher evaluations are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 383 229

Project Title: A Curriculum for Multicultural Populations: Teaching ESL from a Thematic Approach

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Fiscal Year: 7/1/93 - 6/30/94

Grantee: Lutheran Social Mission Society
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Amount of Grant: $21,445.

Contract Number: 98-4033

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Table of Contents

Abstract	1
Introduction	2
Statement of Problem	3
Goals, Objectives and Results of Project	3
Evaluation Instruments	7
Dissemination	10
Conclusion	10
Appendices	12

Appendix 1 - Student Manual

Appedix 2 - Student and Teacher Evaluations

ABSTRACT PAGE

Title: A Curriculum for Multicultural Populations: Teaching ESL from a Thematic Approach

Project No.: 98-4033 **Funding:** $21,445.

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Purpose: To develop, produce, and disseminate a multicultural, multi-level curriculum for ESL learners based on the thematic approach which will provide instruction for beginning and intermediate students in the four language processes.

Procedures: The curriculum developer surveyed ESL students to ascertain the topics which best meet their interests and language needs. Six themes were chosen; based on these themes, classroom activities were developed emphasizing the four language processes. The activities were field tested in three ESL classes. Feedback from the teachers and students was used to revise the activities. The curriculum developer wrote a curriculum manual and teachers' guide and presented two workshops on the use of the curriculum.

Summary of Findings: Students who participated in field testing the manual advanced significantly in listening/speaking and reading proficiency. In the beginning class, students reading ability increased .4 points on a 6 point scale and their listening/speaking ability increased by 1.6 points on a four point scale. In the intermediate class, students reading ability increased .6 points on a 6 point scale and their listening/speaking ability increased by 2.6 points on a 4 point scale.

Comments (Conclusions, Findings, Barriers, if any): This was a successful project which met its goals and objectives.

Products (if applicable): A multicultural curriculum manual designed for beginning and intermediate ESL students.

Descriptors (To be completed only by Bureau staff):

Final Report

A. Introduction

This report details the activities of "A Curriculum for Multicultural Populations: Teaching ESL from a Thematic Approach", a project supported under Section 353 of the Adult Education Act. The objective of this project was to develop, produce and disseminate a multicultural, multi-level curriculum for ESL learners based on a thematic approach which provides instruction for beginning and intermediate students in the four language processes. (A copy of the manual produced through this project is located in the appendix section.) The curriculum manual will be most useful to teachers and tutors instructing beginning and intermediate level ESL students; the manual is particularly designed for teachers and tutors of multi-level classes or small groups.

All activities described in this report were completed during the time period 7/1/93 to 6/30/94. The curriculum developer on this project was Daryl Gordon. She researched and developed curriculum activities, wrote the manual, and presented workshops for teachers and tutors in the use of the curriculum. Sandra Kwisz, ESL teacher, assisted in development of activities and field tested the lessons in the manual. Mary Taylor, Teacher Supervisor, supervised the project, ensuring progress towards the project objectives. Amelia Bellardo-Cox, LSH Women's Program Director, oversaw the project's development, ensuring timely attainment of the project's goals. Also, Tina Kluetmeier, an ESL teacher at Southeast Asian Mutual Assistance Associations Coalition, Inc., volunteered her time to field test portions of the manual.

Upon completion of printing the manual will be disseminated through AdvancE, the Mayor's Commission on Literacy, the Bureau of Adult Basic and Literacy Education Programs and the Western Pennsylvania Adult Literacy Resource Center. Also the manual will be distributed to other ESL adult literacy programs, including, but not limited to the Lighthouse, Congreso de Latinos Unidos, and the Southeast Asian Mutual Assistance Associations Coalition, Inc.

Finally, the manual will be made available to a variety of agencies which provide adult ESL instruction through conferences and workshops.

B. Statement of Problem

This curriculum was designed to address two main needs in the field of adult ESL instruction. The curriculum addresses the need for interactive, interesting, and relevant curriculum material geared to the interests and experiences of ESL learners. ESL teachers and learners are in great need of curriculum which meets the needs of learners for both English instruction and sharing of their experience and cultures in the classroom. Through a needs assessment of adult ESL students, this project identified the most pressing needs of the population and then provided interactive exercises through which learners can improve their English proficiency while discussing relevant issues in the classroom. Learners use English to discuss their experiences and issues which are important to them, while they learn from other students about their cultures and experiences.

Secondly, this project addressed the growing need for a multi-level curriculum in ESL classrooms. ESL classes often have learners with vastly different speaking, listening, reading, and writing abilities. This can result in more advanced students feeling bored by the lack of challenge and less proficient students feeling confused and frustrated by material which is far above their level. This manual allows teachers to tailor instruction to different groups in the classroom. Because the curriculum manual contains a number of exercises for self-study or small group work, the teacher can work with one group while the other group works independently or with a classroom tutor.

C. Goals, Objectives and Results of Project

<u>Objective 1:</u> Develop a student manual for ESL learners based on the thematic approach.

The student manual, with accompanying teacher notes, was developed through the following methods. The manual can be found in the appendix section.

Method 1: Research and compile information on thematic approach and specific student-centered themes.

The curriculum developer conducted a thorough search of current research on the thematic approach in ESL instruction, as well as a review of ESL textbooks which employ a thematic approach.

Method 2: Survey students in two ESL classes to ascertain which themes best meet their interests and language needs.

The curriculum developer designed a needs assessment tool to ascertain the themes in which students have the greatest interest and in which they felt the greatest need for English proficiency. The needs assessment instrument was administered to 13 students in a Beginning and an Intermediate ESL class located at the Lutheran Settlement House, Women's Program. In response to the question, "I need English to:", students answered that their greatest needs (in order of importance) were to 1) understand TV, 2) get a job, 3) talk with a nurse or doctor, 4) read newspapers/magazines, 5) answer the telephone, 6) complete applications, 7) go to college/university, and 8) make new friends.

Method 3: Develop listening, speaking, reading, and writing activities around each theme geared for beginning and intermediate students.

After compiling the eight topics identified by learners, the curriculum developer, drawing from experience in teaching beginning and intermediate classes, as well as consulting with Sandi Kwisz, the ESL teacher, the curriculum developer designed lessons around the eight topics. Six lesson themes were chosen incorporating the topics of greatest interest to learners. These themes are:

Introductions, Talking about Our Families, Health, Current Events, Neighborhoods, and Exploring Careers. Lesson activities emphasizing the four language processes were developed for each of the themes at both a beginning and an intermediate level.

Method 4: Field test curriculum activities in two ESL classes.

Field testing was conducted in three adult ESL classes from March to May 1994. Two classes (a beginning and an intermediate class) taught by Sandi Kwisz were located at the Lutheran Settlement House, Women's Program. The third class, a mixed level class of both beginning and intermediate students, taught by Tina Kluetmeier, was located at Southeast Asian Mutual Assistance Associations Coalition, Inc.

Method 5: Analyze data from field testing and revise manual as needed.

The curriculum developer met with both teachers at the conclusion of field testing to discuss the lessons and obtain comments, suggestions, and student reaction. In addition, both teachers, as well as five students, submitted letters detailing their impressions of the curriculum manual draft. Both teachers were extremely helpful in providing feedback about portions of lessons which were unclear or difficult to students. For instance, both teacher noted that a dictation activity in one of the chapters was difficult for students because they had not been able to read the material silently before the dictation. In the final draft, the curriculum developer changed the exercise to include student reading before the dictation activity. Both teachers also provided ideas for extension activities in many of the chapters which were incorporated by the curriculum developer. Also, one teacher noted that her beginning class did not have sufficient command of English vocabulary in some of the chapters to allow them to understand the listening activities or engage satisfactorily in discussion. In the final draft, the curriculum developer designed vocabulary activities

entitled "Word Power" which were placed before the listening and speaking activities to allow learners.

Finally, the field testing in two different settings provided feedback on the suitability of the curriculum for different classroom populations. The population of one of the classrooms engaged in field testing was primarily Caribbean and Eastern European, while the other classroom was composed predominantly of East Asian refugees. Although both teachers expressed positive reactions about the curriculum and reported that students responded well to the lessons, the teacher in the second classroom provided important feedback about the suitability of some lessons for the refugee population. Commenting about field testing of a lesson in the family chapter in which students were to discuss family pictures, she reported that many students did not have family pictures to share because they left their countries under extreme circumstances. She suggested that the lesson instructions be expanded to encourage students to bring in recent photos of their family or to draw a picture if they have no photos. These suggestions were incorporated into the Teachers' Notes section of the curriculum.

Method 6: Write curriculum manual and teachers' guide.

This method was accomplished, incorporating the feedback described above from both the teachers and the students who participated in field testing the manual.

<u>Objective 2:</u> Disseminate and present information to other teachers.

This objective was accomplished through the following methods.

Method 1: Disseminate the manual through AdvancE, Mayor's Commission on Literacy, and conferences/workshops.

Upon completion of printing the manual will be provided to the above agencies, in addition to permanent copies of the manual on file with the Bureau of Adult Basic and Literacy Education Programs and the Western Pennsylvania Adult Literacy Resource Center. Also the manual will be distributed to other ESL adult literacy programs, including, but not limited to the Lighthouse, Congreso de Latinos Unidos, and the Southeast Asian Mutual Assistance Associations Coalition, Inc.

Method 2: Present two workshops for teachers on the use of the manual and the thematic approach in ESL instruction.

. The curriculum developer designed and conducted two workshops for teachers and tutors which demonstrated the use of the thematic approach in ESL instruction and presented the lesson activities in the curriculum manual. The nine-hour workshops were offered under the auspices of the Mayor's Commission on Literacy. The first workshop, presented to twelve tutors and teachers at the Mayor's Commission on Literacy, was conducted on two consecutive Saturdays, October 23 and October 30. The second workshop was conducted for ten teachers and tutors at Community Christian Academy, a community center which offers ESL classes in the Spanish speaking community, on two consecutive Saturdays, January 22 and January 29.

D. Evaluation Instruments

The curriculum manual was evaluated through a variety of methods. First, students involved in the field testing of the manual were assessed both at the beginning of the school year (October) before the use of the curriculum and at the end of the school year (May) after having used the curriculum. Although three classes were involved in the field testing of this manual, only the two classes at the Lutheran Settlement House were involved in this assessment. The third class, located at a different agency, employs different methods of student assessment. Using the results of these

assessment measures would have rendered the evaluation data incomprehensible.

The curriculum developer and the teacher of the two Lutheran Settlement House classes met early in the year to discuss and refine already existing assessment procedures. The assessment package included a listening/speaking and reading component. Also, a writing sample of each student was kept in a portfolio to be reviewed by the classroom teacher at the end of the year. For the purposes of this evaluation, the listening/speaking and reading assessments were used because their ease of comparison.

Each student was interviewed orally using the Literacy Volunteers of America Informal ESL pre-test to gauge listening and speaking proficiency. This assessment was conducted by the classroom teacher who ranked students out of a possible score of 4. Students were also given a packet of readings at different levels and asked to choose one they could read comfortably and discuss. Beginning students were asked to respond orally to the reading passage, while intermediate students responded in writing. The classroom teacher ranked the responses out of a possible of 6 points, according to the reading level of the passage and the students' understanding based on their oral or written response. The assessment methods were conducted in October and then repeated in May as a post-test.

The assessment methods were effective tools for both the teacher and students to view progress and demonstrated significant student improvement in both listening/speaking and reading proficiency, as the tables below indicate. However, the evaluation data was impaired by the low number of students participating in the post-testing phase of assessment. To insure relevant data, only students who participated in the October pre-testing were included in the post-testing scores below. Although new students were included in the class throughout the year and participated in the post-testing, their results were not included in the evaluation of the manual. As the results below indicate, only three students from the initial eight in the beginning class remained. In the intermediate class, only three students from the initial seventeen remained at the

end of the year. The low numbers of students is attributable to the need for new immigrants to leave classes due to a need to find employment, deal with family illnesses, etc. Although greater numbers would provide more reliable data, the scores from the few students participating demonstrate significant advancement in English proficiency.

Beginning Class - Assessment Results

	Pre-Testing (October)	Post-Testing (May)
# of Students	8	3
Average Reading Score	2.0	2.4
Average Listening/ Speaking Score	1.1	2.7

Intermediate Class - Assessment Results

	Pre-Testing (October)	Post-Testing (May)
# of Students	17	3
Average Reading Score	2.7	3.3
Average Listening/ Speaking Score	2.7	5.3

In addition to evaluation of the manual through student achievement, both of the teachers participating in field testing of the manual were asked to provide both verbal and written feedback about the manual's usefulness. Because one teacher worked for the Lutheran Settlement House and the other worked at a different agency, these evaluation instruments constitute both an internal and external evaluation of the project. The letters of both teachers, as

well as letters from students about the manual, are included in the appendix section.

E. Dissemination

Upon completion of printing the manual will be disseminated through AdvancE, the Mayor's Commission on Literacy, the Bureau of Adult Basic and Literacy Education Programs and the Western Pennsylvania Adult Literacy Resource Center. Also the manual will be distributed to other ESL adult literacy programs, including, but not limited to the Lighthouse, Congreso de Latinos Unidos, and the Southeast Asian Mutual Assistance Associations Coalition, Inc. Finally, the manual will be made available to a variety of agencies which provide adult ESL instruction through conferences and workshops.

F. Conclusion

"A Curriculum for Multicultural Populations: Teaching ESL from a Thematic Approach" was a successful project which met its goals and objectives. Both students and teachers responded favorably to the curriculum, indicating their interest in the activities and the relevance of the activities to student lives. Also, teachers commented that the curriculum successfully provided instructional activities for both intermediate and beginning ESL learners in a multi-level classroom. One teacher who participated in field testing the curriculum wrote:

> I was pleased to have had the opportunity to field test part of the ESL curriculum for multi-level classes developed by Daryl Gordon. It accomplishes the difficult job of meeting the diverse needs of the students in my class. The themes included are relevant to my students' interests. The activities are varied, covering the four skill areas while inviting

students to make connections with their own experience and bring their knowledge to the tasks.... This curriculum is an important and desperately needed addition to the limited materials available for teaching immigrant and refugee adults in community-based programs.

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Appendices

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Appendix 1

Appendix 2

SOUTHEAST ASIAN MUTUAL ASSISTANCE ASSOCIATIONS COALITION, INC.

4601 Market Street • Philadelphia, PA 19139
Telephone: (215) 476-9640

SAMIEN NOL
Executive Director

May 18, 1994

To Whom It May Concern:

I teach a multi-level ESL class for South East Asian adults in West Philadelphia. It is always a challenge to find appropriate materials that challenge the more advanced students in my class yet don't overwhelm the more beginning students.

I was pleased to have had the opportunity to field test part of the ESL Curriculum for multi-level classes developed by Daryl Gordon. It accomplishes the difficult job of meeting the diverse needs of the students in my class. The themes included are relevant to my students' interests. The activities are varied, covering the four skill areas while inviting students to make connections with their own experience and bring that knowledge to the tasks.

My students and I appreciated the opportunity to learn about each other and others whose similar experiences are captured by the readings, while developing language skills. This curriculum is an important and desperately needed addition to the limited materials available for teaching immigrant and refugee adults in community-based programs. I hope that it continues to receive the support that it needs so that other students can benefit as well.

Sincerely,

Tina Kluetmeier
ESL Teacher
S.E.A.M.A.A.C.

Cambodian Association of Greater Philadelphia, Inc. • Greater Philadelphia Overseas Chinese Association, Inc.
Hmong United Association of Pennsylvania, Inc. • Laotian Family Community Organization of Greater Philadelphia, Inc.
Vietnamese United National Association of Greater Philadelphia, Inc.

5/10/94

Dear, Dear Daryl,

I am very happy to learn your stery Family sayings I Hmeng People I am never hever your stery like that story I very like your story, and I want to learn about the Family Picture, and Family names. that is I want to learn about the Family doing Every years. Dear Daryl, you very good ideas or good ~~the~~ teacher and good writ the stery to teach the student thus is your stery very good For me ~~Frak~~ thank about mother and children. your stery good For me have to thank about my mother and my Family. Dear your stery been better to me.

Ka Xiong

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May 10, 199?

Dear Daryl,

How are you?

I am fine. I learned about Bouapha family. Bouapha is neighbor. I asked Bouapha who cooking dinner. before I saw Bouapha family the piture. I saw Bouapha, 5 children all son and have husband and Bouapha have famileh 7 hople one live in Laos.

Lang

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May 10 1994

Dear Daniel

I liked to read and listen
From your story about My Children.
And I liked of the Household rules
because is fun and interesting.

from Ron

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May 11, 1994

Dear Daryl,

How are you?

thank you fore you sent the story about Maria to our class. I enjoy to read her story. she has very good ideas. I feel the same ways of Maria. I came to America. Be cause I hope my children will study hard. then they can get better education and they can have better job, maby they have money put in the bank. Their may help my relative in Laos. that is my dream before I came here.

The America is a beautiful country their have alot of places fore children go out and play togeter. that mad the children don't want to stayed home and don't want to study.

I very upset if my children forget about their country. their language and their culture. I very worry about they education if they don't want to study, and drop out school.

what can I do fore them?

Sincerely,

Bouapa

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Daryl May 10, 1994

Dear Suzy.

I am going to speak of my book Who have many subjects:

1° I see one dictation with the explanations by the teacher How to take one dictation. The first time the students listen When the teacher reading and second time She will read more slowly.

2° History of my children.

I like this history When my children lives in America. He does'Int forget their culture and country. Of more the education is very nice Because the Sutends no study much subjects.

And, I see the discussion Questions and talking about family Pictures Who may be Will take of time.

I am happy of take you someting about of my Book.

Your friend Marie Laporte

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A Curriculum for Multicultural Populations:

Teaching ESL from a Thematic Approach

Appendix 1

A Curriculum for Multicultural Populations:

Teaching ESL from a Thematic Approach

Developed By: Daryl Gordon
LSH Women's Program
1340 Frankford Ave.
Philadelphia, PA 19125
August 1994

Acknowledgments

This manual is the result of the combined efforts and diligent work of many people. Without the students in the English as a Second Language classes at the Women's Program who participated in the topic selection, field testing, and evaluation of this project, this manual would not have been possible.

Much appreciation is due to the Women's Program staff members who participated in the development of this manual. Special thanks to Sandi Kwisz who field tested drafts of this manual in her class and gave valuable advice on revising the manual. Mary Taylor provided encouragement and administrative support for the project.

Thanks also to Tina Kluetmeier and her students at Southeast Asian Mutual Assistance Associations Coalition, Inc. who field tested the manual, offered helpful suggestions for revision, and provided an independent evaluation of the manual. Thanks also to Letha Bruce who drew the illustrations accompanying the lessons.

We extend many thanks to the Pennsylvania State Department of Education who funded this project. Special thanks Cheryl Keenan, Director, and Ella Morin, Special Demonstration Projects Advisor, of the Bureau of Adult Basic and Literacy Education.

Table of Contents

Teachers' Notes	i
Chapter I - Introductions	
Beginning Activities	1
Intermediate Activities	5
Chapter II - Talking about Our Families	
Beginning Activities	9
Intermediate Activities	15
Chapter III - Health	
Beginning Activities	20
Intermediate Activities	25
Chapter IV - Current Events	
Beginning Activities	30
Intermediate Activities	36
Chapter V - Neighborhoods	
Beginning Activities	40
Intermediate Activities	44
Chapter VI- Exploring Careers	
Beginning Activities	49
Intermediate Activities	54
Grammar Appendix	61

Teachers' Notes

This curriculum manual explores six themes of particular interest to ESL learners. The topics were chosen through a needs assessment of both beginning and intermediate ESL classes. Each chapter presents one theme with listening, speaking, reading, and writing exercises, including separate activities designed for groups of students at the beginning and intermediate levels of instruction.

A multi-level curriculum is a great need for ESL learners and teachers. Many adult ESL classes are comprised of learners with vastly different speaking, listening, reading, and writing abilities. This can often result in more advanced students feeling bored by the lack of challenge and less proficient students feeling confused and frustrated by instructional materials which are far above their level. This manual provides teachers with a beginning and an intermediate lesson for each theme, so that teachers can tailor instruction to different groups in the classroom. A number of self-study exercises are included so that the teacher can work with one group while the other group works with a tutor or on an independent or small group task.

Each chapter in this curriculum explores one theme which is relevant and meaningful to adult learners. The relevance of the thematic units to adult learners insures that adult learners' interests and experiences are integrated with the curriculum goals and objectives. Learners have the opportunity to employ new vocabulary in all four language processes which reinforce language and vocabulary learning. Also, the thematic units provide learners with vocabulary and grammar within a meaningful context which increases retention.

Additional grammar practice highlighting a specific grammar point within the lesson is provided in the Grammar Appendix which begins on page 60. Specific grammar activities are provided for beginning and intermediate learners within each theme. In addition to providing students with extra practice on grammar, the Grammar Appendix reviews the vocabulary presented in the lesson.

The following section, Lesson Design, describes the general pattern of each of the lessons and the importance of each of these lesson components. The next section, Chapter Design, describes the purpose of each chapter, providing suggestions for adaptation and expansion of the activities presented within the chapter.

Lesson Design

Each lesson is designed to explore one theme with speaking, listening, reading, and writing activities to allow students to gain proficiency in the four language processes. The following section headings are used throughout the manual to describe the various types of activities:

Listening Activity

A listening activity begins each chapter, providing students with the opportunity to listen silently to the vocabulary and phrases of the chapter without the burden of responding immediately. The teacher should focus on listening for understanding during this activity, rather than soliciting repetition or response from the students.

Word Power

This activity provides students with new vocabulary necessary for the lesson. Often the new vocabulary is presented through pictures in which students pair pictures with the new vocabulary words. Realia can be used to extend and review this vocabulary. For instance, in the lesson on clothing, the teacher may use actual scarves, hats, and dresses as examples of vocabulary words.

Speaking Activity

Having listened and reviewed the necessary vocabulary, this section gives the students the experience of using the new language and

sentence formations in a functional way in the classroom. These activities emphasize opportunities for students to discuss their own ideas, experiences, and issues which are important to them.

Reading Activity

Reading selections are included to allow students to further explore theme of the chapter. Because of copyright laws, relatively few reading selections are included. Teachers can supplement with reading selections from the following books which provide interesting materials at the appropriate levels for intermediate and beginning ESL students:

Gail Weinstein-Shr's Stories We Tell Our Children is available through Heinle and Heinle. It offers reading selections for beginning students around the theme of family and neighborhoods.

True Stories in the News: A Beginning Reader by Sandra Heyer is available through Longman. It includes wonderful reading selections on a variety of topics for high beginning/low intermediate ESL learners. Also, the companion volume More True Stories: A Beginning Reader contains more difficult reading selections appropriate for the intermediate level student.

Reading for Real: An Intermediate Reading Text by Thomas J. Swinscoe is available through Heinle and Heinle and contains reading selections on a variety of topics ranging from parenting to politics to cultural customs designed for the high intermediate learner.

Talk it over

This section is designed to give students an opportunity to practice new language with other students. Student groups often decrease anxiety and the pressure to perform for teacher, allowing more reticent students to talk more freely. This section allows students to share information about each other and their families

and to learn about each other while practicing the language focus of the chapter.

Usually a group of 3-4 students is ideal for this discussion. The teacher may try different arrangements of groups to allow students to work with many students of different proficiency, country of origin, etc. During this part of the class, the teacher can circulate among the groups, answering questions and providing feedback for students. The teacher may also use this time to work with the other level of students on a teacher-directed task.

Using English Outside the Classroom

A number of lessons for intermediate learners provide an activity which encourages them to speak and listen to English speakers outside the classroom through interviews or surveys. These activities gives intermediate learners confidence in speaking to native English speakers outside of class and provides them with other listening input than the teacher. Students may perform these activities with others in their neighborhood as an after class assignment or the teacher may plan classroom time for these activities, arranging for the ESL students to meet and talk with students from a GED class or the residents of a local senior citizen center.

Chapter Design

This section provides ideas for presentation, adaptation, or extension of the activities contained in the student manual.

Chapter 1 - Introductions
Additional Activities for Beginning and Intermediate Learners

Drawing Activity

To create a comfortable atmosphere for students to begin to share information about themselves, ask students to draw things about their lives on large pieces of newsprint. (Students might draw pictures of their families, activities they enjoy, pictures of their homeland, etc.) Introduce this activity by first drawing on the board pictures about yourself and asking students to guess what they know about you. As each student shows his/her drawings, the class can guess what information they now know about the student.

If students are uncomfortable with drawing activities, the teacher can bring a variety of magazines into class and ask students to cut out pictures and create a collage which tells something about themselves. Again, the teacher should model the activity first, by showing his/her own collage and discussing it first. (This activity is also useful for reviewing question format during the class. Either students or teachers can ask questions about student pictures.

Charting the Journey to the U.S.

Bringing a world map to class on the first day can develop into another introductory activity. Ask students to show what country they are from and the route by which they came to the U.S. Each student can draw the route of their trip to the U.S. If students have the English proficiency, they can also tell about how and why they came to the U.S.

Chapter Two-Talking about our Families
Additional Activities for Beginning and Intermediate Learners

Both beginning and intermediate learners will profit from a preview (or review) of vocabulary about the family. The teacher may draw a family tree using his/her own family to illustrate positions in the family. Students may also want to draw their own family trees and discuss them with the class.

In the Talk it Over section, students are encouraged to bring photos of their family. Be aware that students who are refugees may have no photos from the past. Let students know that they can bring present day pictures of their family or draw pictures representing their families as an alternative.

Intermediate Learners

For intermediate class, use riddle cards to review family relations. On index cards, write statements such as, "Your brother's wife is your _____" or "Your mother's brother is your _____" Have students work in pairs to "solve" the riddles.

Chapter Three - Current Events
Additional Activities for Beginning Learners

Beginning students can review colors, clothing, and descriptive words through the use of picture duplicates. Before class, cut duplicates of pictures with people from catalogs or magazines. In class pass out one picture to each student. Explain to students that they have to find the person who has the identical picture without showing the picture to anyone. Students should circulate around the room saying, for example, "I have a picture of a tall/thin woman. She is wearing a yellow sweater."

For more advanced students this activity can be made more difficult by narrowing the type of pictures used. For instance, only pictures of jewelry can be used. Students will then have to

accurately describe the type and description of the jewelry to find their partner.

Chapter Four - Health
Additional Activities for Intermediate Learners

For intermediate learners, the teacher may want to obtain a copy of a medical history from a physician's office and have students complete the history in the classroom. This provides a good background in medical words, prepares students for using English with a doctor or nurse, and insures that students have a complete medical history in the event of an emergency. Students may also be interested in having a guest speaker come to the class to discuss a subject of interest such as high blood pressure or AIDS. Many community health centers have guest speakers who may be able to address the group. Providing the guest speaker with advice about speaking with second language learners (e.g. speaking clearly and using pictures, realia, or gestures) will insure the success of the talk.

Chapter 5 - Neighborhood
Additional Activities for the Intermediate Learner

Intermediate students may be interested in using their English outside the classroom to find out more about their neighborhood. The teacher may suggest that students interview an older resident of the neighborhood to find out what the neighborhood was like when s/he was young. Student can brainstorm their own questions. Some of the following questions can also be used: How long have you lived here? What was your favorite place in the neighborhood? What problems did the neighborhood have when you were young? How have things changed in this neighborhood?

Chapter 6 - Careers
Additional Activities for Intermediate Learners

Intermediate learners may want to do further research about the career in which they are interested, job openings, and job training opportunities. The public library often carries information about career opportunities and job training. Information is also available through local community colleges or the Private Industry Council. The teacher may wish to arrange a field trip or a guest speaker to encourage students to gather more information.

Chapter I
Introductions
Beginning Activities

Practice asking and answering these questions with your teacher.

1. What's your name? My name is _____.

2. Where are you from? I'm from _____.

3. How many weeks/months/years have you lived in the U.S.? I've lived here _____ months/years.

4. What's your address? My address is _____.

5. What's your telephone number? My telephone number is _____.

6. How old are you? I am _____.

Conversation Circle

Sit in a circle. Your teacher will say to the student on his or her right, "My name is _____. What's your name?" After the student answers, he or she will say to the person on the right, "My name is ____. What's your name?" Continue around the circle.

Write your name, address, and telephone in the box below.

Name: _____

Address: _____

_____

Telephone Number: _____

Talk It Over

Now talk to two other students in the class. Ask them the following questions and write their answers in the spaces below.

	Student 1	Student 2
What's your name?		
Where are you from?		
How long have you lived in the U.S.?		

Introduce one student to the class.
Give the following information about one person.

This is _____.

She/He is from _____.

She/He has lived in the U.S. _____ months/years.

Word Power

Talking about Feelings

Do you know the meaning of these words? If not, ask your teacher or a classmate.

Happy	Sad	Angry
Nervous	Tired	Sick
Hot	Cold	Hungry
Thirsty		

Act It Out

Choose one of the feelings above and act it out for the class. Don't tell them what word you chose. They will guess which feeling you are acting out.

Conversation Circle

Sit in a circle. Your teacher will say to the student on his or her right, "I'm happy/tired/hungry. How are you?" After the student answers, he or she will say to the person on the right, "I'm happy/tired/hungry. How are you?" Continue around the circle.

Speaking Activity - What do you say?

Here are two different things to say when someone tells you good news.

About very important good news, say, "Congratulations!"

A: You look happy. What's up?
B: I won the lottery!
A: Congratulations!

About good news, say, "That's great!"

A: You look happy. What's up?
B: I found a dollar!
A: That's great!

About very bad news, say, "I'm very sorry."

A: You look sad. What's wrong?
B: My father died.
A: I'm very sorry.

About bad news that is not very serious, say, "That's too bad."

A: You look sad. What's wrong?
B: My car isn't working.
A: That's too bad.

Practice

What would you say if a friend told you these things:

1. I'm getting married next month.
2. My brother died.
3. My mother is coming to visit.
4. I got a job yesterday.
5. I'm moving to New Jersey.
6. I lost my purse.
7. I lost my job.

Chapter I
Introductions
Intermediate Activities

Talk It Over - Interviewing a Classmate

To learn more about your classmates, ask the following questions. Write the answers to the questions. After class, write a story about the student with whom you spoke.

1. What's your name?
2. Where are you from?
3. How long have you lived here?
4. What's the biggest difference between the United States. and your country?
5. What do you like about Philadelphia?
6. What do you dislike about Philadelphia?
7. What places have you visited in Philadelphia?
8. What places would you like to visit?
9. What is your favorite food?
10. If you could meet any one person, living or dead, who would you meet? Why?

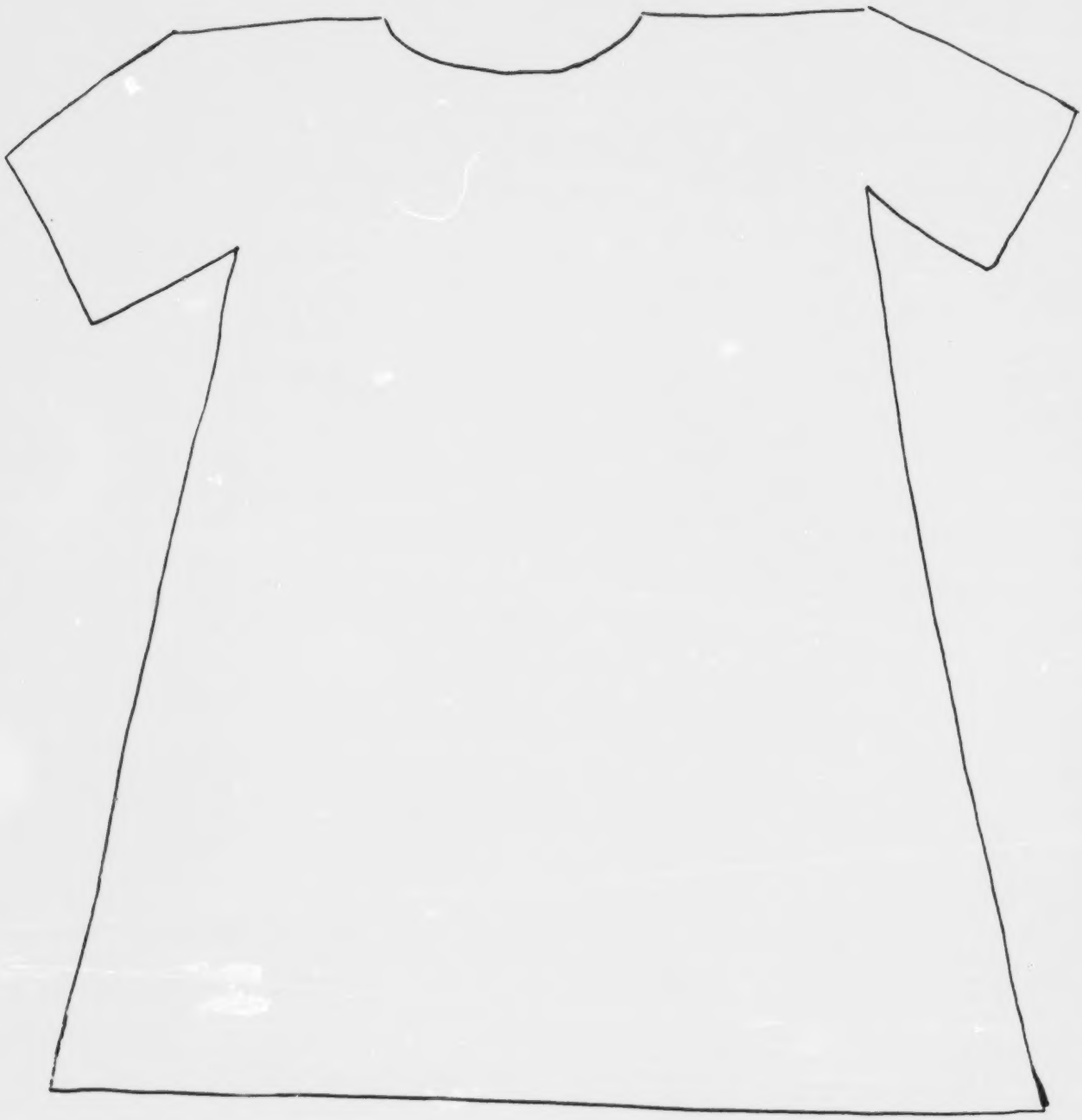
Write two more questions you would like to ask your partner.

11. _____
_____
12. _____
_____

Design a T-Shirt for your Classmate

Americans often wear T-shirts to tell others about themselves. Sometimes they have pictures of a place or words or sayings. Design a T-shirt in the space below to show the class something about your classmate. When you're finished show the T-shirt to the class and explain why you made this T-shirt for your classmate.

T-Shirt Drawing



Writing Activity

Write a story about the student whom you interviewed.

Life Timeline

To share information about yourself with the class, use a timeline to show the most important events of your life.

Here is an example of a timeline of Rosa's life.

1962	1970	1980	1984	1987	1989
I was born.	My family moved to Ponce.	I finished high school.	I was married	My daughter was born.	We moved to the U.S.

In the space below, write your own timeline. When you've finished, show your timeline to the class and tell them about the most important events in your life. (Remember to use past tense!)

Writing Activity

Choose one event from your timeline about which you would like to write. Close your eyes and try to remember the details of that day. How did you feel? What were you wearing? Who was there? Write about that event.

Talk It Over

Human Scavenger Hunt

Stand up and walk around the room. To learn more about your classmates, ask them the following questions. Write the names of the students who say "yes".

Find Someone Who:	Name #1	Name #2
Is from your country.		
Has lived in the U.S. less than one year.		
Has children.		
Sings in the shower.		
Lives on your street.		
Likes to eat chocolate ice cream.		
Was born in the same month you were.		

Chapter II
Talking about our Families
Beginning Activities

Listening Activity

Your teacher will show you a picture of his or her family and tell you about the people in the picture. Listen to your teacher and write in the chart below. The first line shows an example.

Name	Relation (Brother, sister, or father, etc.)	Age	City In Which He or She Lives
Ed	Brother	42	Cleveland

What questions can you ask your teacher about her family?

Speaking Activity

Bring a picture of your family to class and tell about your family. Use the sentences below:

This is _____.(name)
She/He is my _____.(father, mother, sister, brother)
She/He is _____ years old.
She/He is a _____. (job)
She/He lives in _____. (city or country)

Talk it Over

Talk with one classmate and tell them about your family picture. Listen to your classmate tell about his or her family picture. Write about his or her family in the boxes below.

Name	Relation (Brother, sister, or father, etc.)	Age	City in Which He or She Lives	Profession (Job)

Reading Activity

Talking to My Grandchildren

I love my grandchildren very much. I am learning English so I can talk to my grandchildren. But I also want them to understand a little Chinese. I think every language is very useful.

Susan Yin

(From Stories We Tell Our Children by Gail Weinstein Shr)

Questions

1. Why is Susan Yin learning English?
2. What does she want her children to learn?
3. Why are you learning English?
4. Do you think it is important for your children to learn your language? Why or why not?

Writing Activity

Use the sentences in the speaking activity above to write a short story about your family.

Word Power - Housework

Match the pictures on the next page with this list of chores.

cooking dinner _____ washing dishes _____

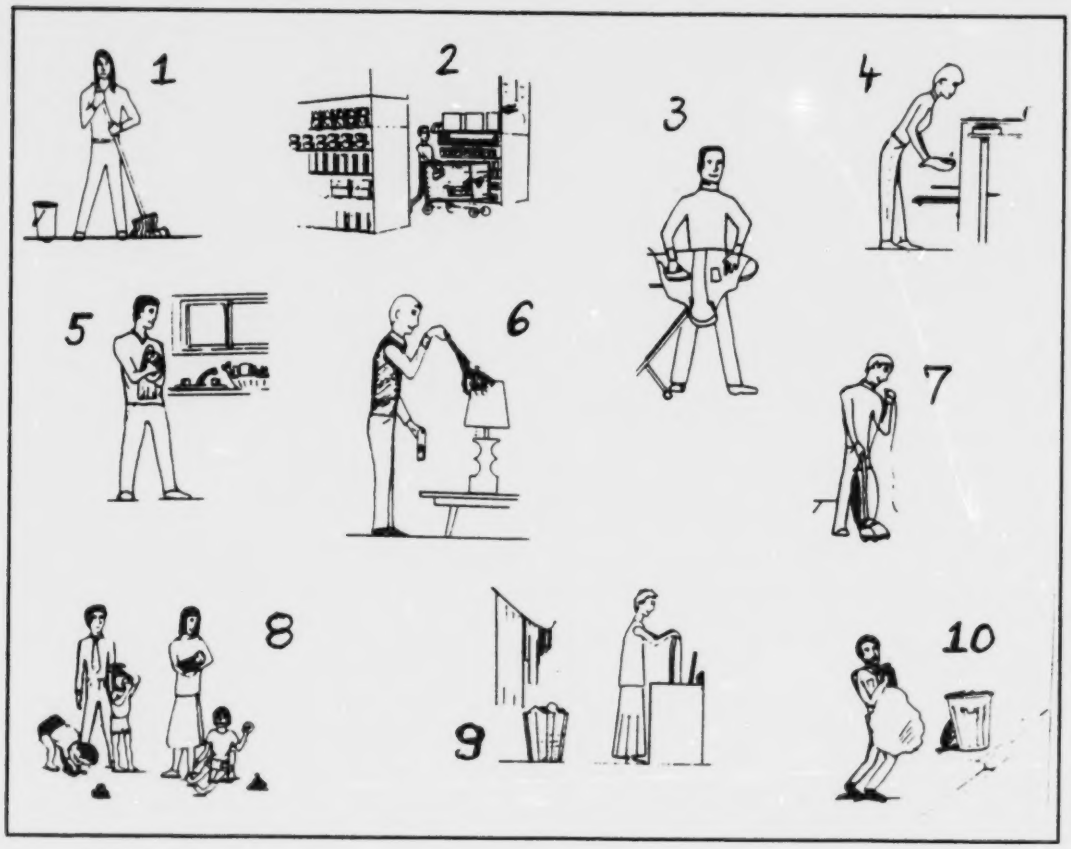
washing the floor _____ dusting _____

vacuuming _____ washing clothes _____

ironing _____ shopping _____

taking care of children _____ taking out the garbage _____

Housework



Talk It Over

Talk to your partner about the chores above. Does your partner like the chore? Does s/he think it's ok? Or does s/he hate it? Ask your partner "Do you like _____?"

Tell the class about your partner.

_____ (name) likes _____. She/he thinks _____ is ok and she/he hates _____.

Family Jobs in the House

In your family, who does these jobs? Fill out the table below.

Jobs	You	Wife or Husband	Parent	Sons	Daughters	Other
cooks dinner						
shops						
washes dishes						
takes care of children						
dusts						
washes the floor						
takes out the garbage						
vacuums						
washes clothes						
irons						

Discussion Questions

Your teacher will ask you these questions.

1. Who cooks dinner in your house?
2. Who shops in your house?
3. Who takes care of the children in your house?
4. Who washes the floor in your house?
5. Who dusts the furniture in your house?
6. Who takes out the garbage in your house?
7. Who vacuums the carpets in your house?
8. Who washes clothes in your house?
9. Who works the most in your house?

Writing Activity

Cut a picture of a family from a magazine. Write a short story about the family using some of the words you learned in this chapter.

Chapter II

Talking about Our Families

Intermediate Activities

Reading Activity

Read the following story and discuss the questions below with your class.

My Children

I would be very upset if my children forget about their culture and their country. I love America because it is a nice country full of opportunities and freedom. I came here so my children would have a better education, jobs and everything else they wish to gain in their lives.

Cape Verde is a beautiful country. It's always hot. We don't have any snow. It's a country that I will always treasure. I had such a wonderful childhood and friends that I see once in a while who live here. We share those memories everytime we get together.

Maria Bento
(from Looking Forward, Looking Back)

Discussion Questions

1. How does Maria feel about living in the U.S.?
2. What is she afraid her children will forget about her country?
3. What would you like for your children to know about your country?
4. What kind of cultures, traditions, or manners are different in the U.S. than in your country? What would you like your children to know about these?

Listening Activity - Dictation

Your teacher will read you the story above twice. The first time, listen as she reads. The second time, she will read it more slowly. Write down the story you hear. Then check your writing with the story.

Talking about Family Pictures

Bring a picture of your family to class. Tell a partner about your family. Use the following questions to discuss the pictures. When your partner tells you about his or her family, write down the answers, so you can tell the class about the family.

1. Who is in the picture?
2. When was the picture taken?
3. Where was the picture taken?
4. How many brothers and sisters do you have?
5. Are you the oldest? youngest? middle child?
6. Do you have children? How many? What are the ages of your children?

Think of at least two more questions to ask your partner.

7. _____
_____
8. _____
_____

Writing Activity

Write a short story about the picture of your family you have brought to class. Tell about when the picture was taken, who was in the picture, and what the picture makes you think about.

Family Sayings

Here are some American sayings about families. Read them and guess what they mean. Ask your teacher or a fellow classmate about any sayings you don't understand.

Blood is thicker than water.

He's a chip off the old block.

The apple doesn't fall far from the tree.

Children should be seen, not heard.

Do as I say, not as I do.

If you want to know what kind of a wife you will have, look at your mother-in-law.

Discussion

1. Discuss some of the sayings above. Do you agree or disagree with their meanings?

2. What sayings do you have in your language about families? How are the meanings the same or different from these sayings?

Writing Activity

Choose one of the sayings above or another saying about families and write about what it means to you.

Family Roles - Housework

In your family, who does these jobs? Fill out the table below. Then discuss the questions below with your group.

Job	You	Wife or Husband	Parent	Sons	Daughters	Other
cooks dinner						
shops						
washes dishes						
takes care of children						
dusts						
washes the floor						
takes out the garbage						
vacuums						
washes clothes						
irons						

Discussion Questions

1. Do men or women do most of the housework in your house?

2. Many people -- both men and women -- think that men should help more with household chores. What do you think? Do you think that men should do more household work? Why or why not?

Writing Activity

Write about your opinion. Start your writing with, "I think men should/shouldn't help around the house because _____."

Family Situations

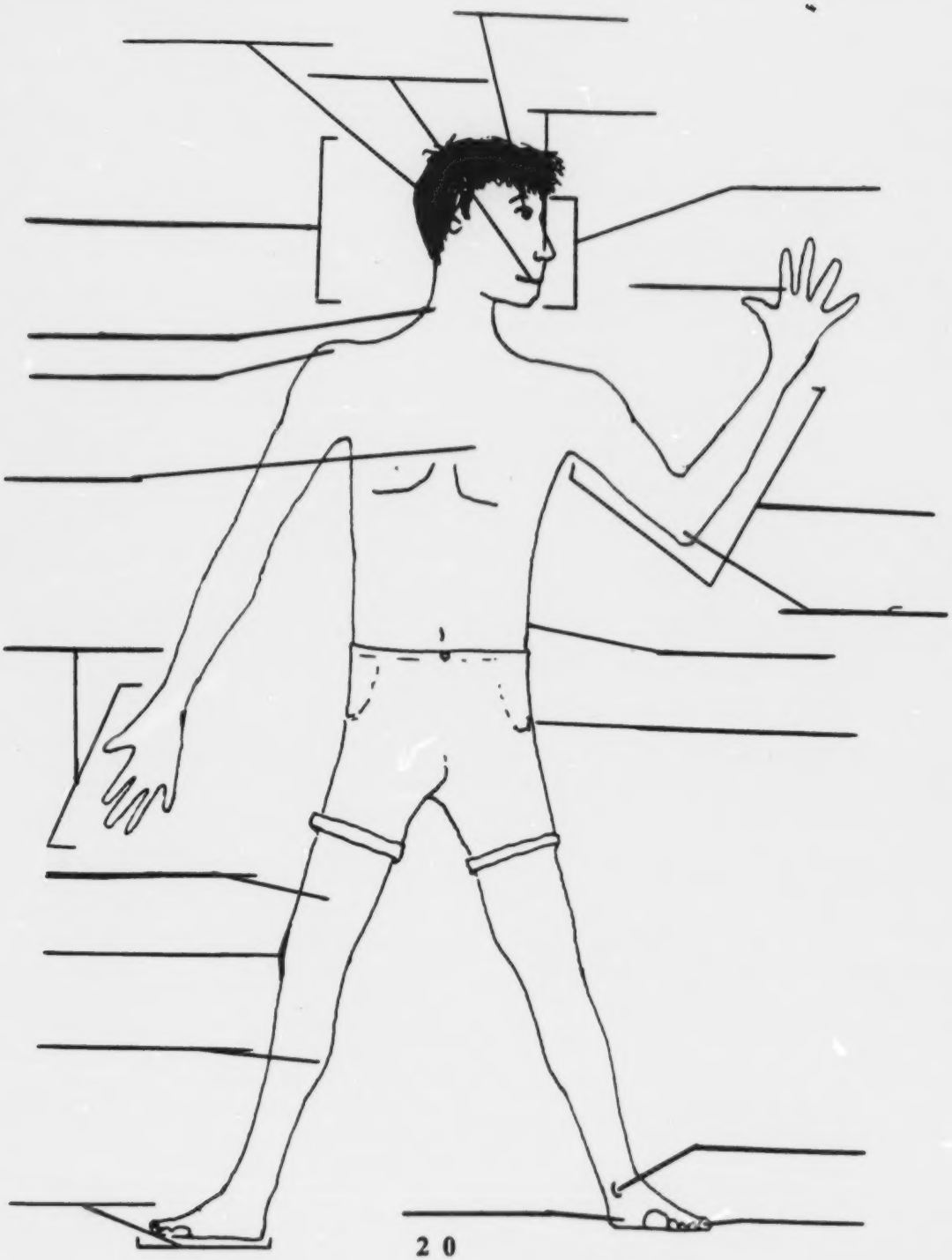
Work with a group of three or four students. Read the situations below. Choose one that you will act out with your group. Write a short play about the situation. Act out the situation for your class.

1. You told your teenage daughter she had to be home by 11:30. She comes in at 2 a.m. What do you do? Act out the conversation between you and your daughter.

2. You go to school for a meeting with your child's teacher. The teacher tells you that your child has been talking with other children during class. What would you do? Act out the conversation between you and the teacher.

3. Talk with your classmates about other situations which happen in families. Make a list and then choose one situation to act out.

Chapter III
Health Issues
Beginning Activities



Listening Activity

Your teacher will tell you to do certain things which involve moving parts of your body. Listen carefully and follow his/her instructions. You will hear instructions like:

Touch your _____.
Raise your _____ (right/left, leg/arm)

Speaking Activity

Now, your teacher will ask you for the names of parts of the body. She or he will point to parts of the body and ask you, "What is this?" Say the name of the part of the body.

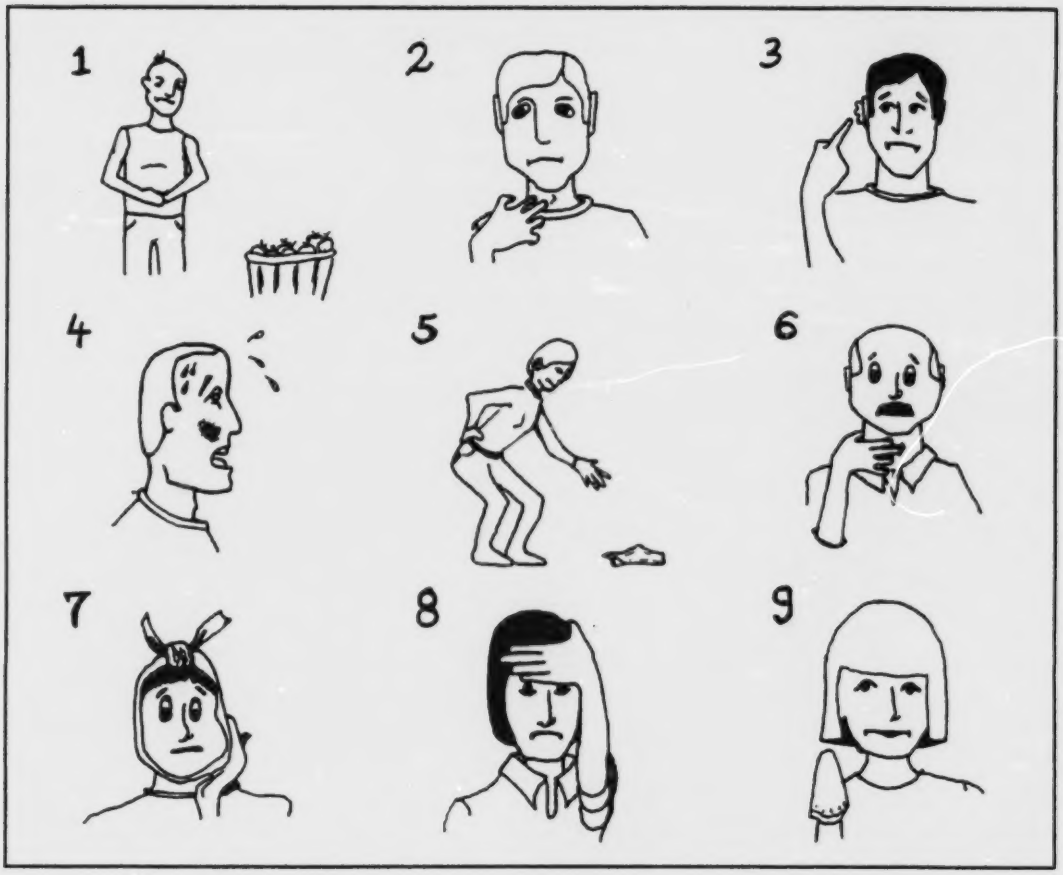
Listening and Drawing Activity

Your teacher will give you instructions to draw a very strange body! For example, she or he will say, "Draw a body with two heads, three arms, thirteen fingers, and four eyes." Listen carefully and draw exactly what she or he says. When you are finished, compare your drawings with the other students. Did you understand everything the teacher said?

Getting Sick

The words below are different illnesses. Do you know the meaning of all the words? Match these words with the pictures below.

toothache _____	backache _____	headache _____
cold _____	sore throat _____	fever _____
earache _____	stomach flu _____	laryngitis _____



Listening Activity

Making an appointment with the doctor

Listen to your teacher read this conversation. Then practice it with a partner. Take turns being the doctor's secretary and Flor, the patient.

Doctor's secretary: Hello, Dr. Jones' office. May I help you?

Flor: Yes, I want to make an appointment.

Doctor's secretary: What kind of problem are you having?

Flor: I have a backache.

Doctor's secretary: How long have you had the backache?

Flor: For about five days.

Doctor's secretary: Are you taking any medicine for the pain?

Flor: Yes, I'm taking aspirin.

Doctor's secretary: Okay. Can you come in this Tuesday at 4:30?

Flor: Yes. Tuesday at 4:30 is good.

Doctor's secretary: Fine, we'll see you then.

Flor: Thank you. Good-bye.

Questions

After listening to the conversation above, answer these questions.

1. What kind of problem does Flor have?
2. How many days has she had this problem?
3. Is she taking any medicine?
4. When is her appointment with the doctor?

Talk it Over

Now make an appointment for yourself. Your teacher will play the doctor's secretary and give you an appointment time. Write the date, day and time in the space below.

Doctor's Appointment

Date: _____

Day: _____

Time: _____

Chapter III
Health Issues
Intermediate Activities

Discussion

These are some common health problems. When is the last time you had one of these problems? What kind of medicine did you take when you had that problem? Tell your class or a partner about it.

toothache	backache	headache	stomachache
cold	sore throat	fever	laryngitis
earache	stomach flu	hiccups	

Reading Activity

People have many different medicines to use for health problems. Some of them are unusual. Read the story below to learn about some different medicines.

Please Pass the Bird Brains

Do you have a headache? Take an aspirin -- or eat bird brains. Do you want beautiful skin? Use skin cream -- or eat pearls. Is your hair turning gray? Color your hair -- or eat black rice.

"Eat bird brains, pearls, and black rice?" some people ask. "How strange!" But for many Chinese people, bird brains, pearls, and black rice are not strange things to eat; they are good things to eat. They are good medicines, too.

Many Chinese believe that food can be medicine. They believe that eating bird brains, for example, stops headaches, soup with

ground pearls is good for the skin, and black rice stops hair from turning gray.

Food that people use for medicine is called medicinal food. The Chinese have eaten medicinal food and spices for centuries. Ginger, for example, is a common spice in Chinese cooking. Ginger gives food a nice flavor. The Chinese began to use ginger many years ago. They used ginger not because it tasted good. They used ginger because it was medicinal. Ginger, they thought, was good for the digestion. It also helped people who had colds. Pepper and garlic, too, were probably medicines a long time ago.

(From: More True Stories: A Beginning Reader, by Sandra Heyer)

Questions

1. Why do people eat bird brains?

2. What part of the body is helped by eating ginger?

3. Would you use these medicines? Why or why not?

4. How long have Chinese people used medicinal food?

Talk it Over

What remedies do old people in your country recommend for some of the health problems above? How do they use them? Work with a small group of three to four students to fill in the table below. Do you use these remedies now? Why or why not?

Health Problem	What Should You Use?	How Should You Use It?

Act It Out

Work with a partner to write a commercial for one of these remedies and act it out for the class.

Idioms

Preview

Idioms are phrases that do not mean exactly what they say. For instance, "Let's hit the road" sounds like someone is taking a stick and hitting the street with it, but Americans use this phrase to mean, "Let's go." Here are some idioms which have to do with the body. Look over the list and see if you can guess what they mean.

- to twist someone's arm
- to pull someone's leg
- hold your tongue
- put your foot in your mouth
- pain in the neck

Understanding Idioms

Read the sentences below and try to figure out the meaning of these idioms.

1. I really didn't want to go to the party, but **Bill twisted my arm**, so I went with him.

2. First, Claudia told me that she lost the winning lottery ticket! Then, she laughed and said **she was pulling my leg.**

3. I was very angry at the meeting and I wanted to tell her, but I **held my tongue.**

4. She really **put her foot in her mouth** when she told him that she didn't like his suit.

5. I don't like when Susan comes to visit. She's such **a pain in the neck!**

Discussion

1. "To twist someone's arm" means to convince someone to do something they don't want to do. What idioms do you have in your language which have the same meaning?

2. "To pull someone's leg" means to play a joke on someone. What idioms do you have in your language which have the same meaning?

3. "To hold your tongue" means not to say something when you're angry or upset. What idioms do you have in your language which have the same meaning?

4. "To put your foot in your mouth" means to say something accidentally which hurts someone else's feelings. What idioms do you have in your language which have the same meaning?

5. "A pain in the neck" means someone who is irritating or bothersome. What idioms do you have in your language which have the same meaning?

Talk it Over

Get up from your seat. Talk to your classmates and ask them the questions below. When someone says "yes", write his or her name in the blank.

Find someone who:

has a friend who twists his/her arm sometimes.

---

likes to pull people's legs.

---

holds his or her tongue when angry.

---

put his/her foot in his/her mouth last week.

---

has a friend who is sometimes a pain in the neck.

Chapter IV
Current Events
Beginning Activities

Word Power

Here are some words to use for describing people. Do you know what they mean? If not, ask a classmate or your teacher.

S/he is	thin	tall.		
	heavy	short.		
She has	brown	curly	short	hair.
	black	straight	long	
	blonde		medium-length	
	gray			
She is	wearing glasses.			
	not wearing glasses.			

Talk it Over

Your teacher will find a picture of a person in a magazine or newspaper without showing you the picture. Ask your teacher the following questions about the person in the picture. Listen carefully to your teachers' answers and try to draw the person in the picture. When you are finished drawing, compare your drawing with the picture. Does it look the same?

1. Is it a man or a woman?

2. Is he/she tall or short?

3. Is he/she heavy or thin?

4. What color hair does he/she have?

5. Is his/her hair long or short? curly or straight?

6. Is he/she wearing glasses?

Writing Activity

Work with a partner. Choose a picture of a famous person from a magazine or newspaper and write a description of the person. Ask your teacher for words you don't know.

Word Power

Match these words with the pictures on the following page. Write the number of the picture next to the word.

Pants _____

Shirt _____

T-shirt _____

Dress _____

Skirt _____

Sweater _____

Jacket _____

Bathing suit _____

Tie _____

Suit _____

Sandals _____

Slippers _____

Shoes _____

Sneakers (tennis shoes) _____

Gloves _____

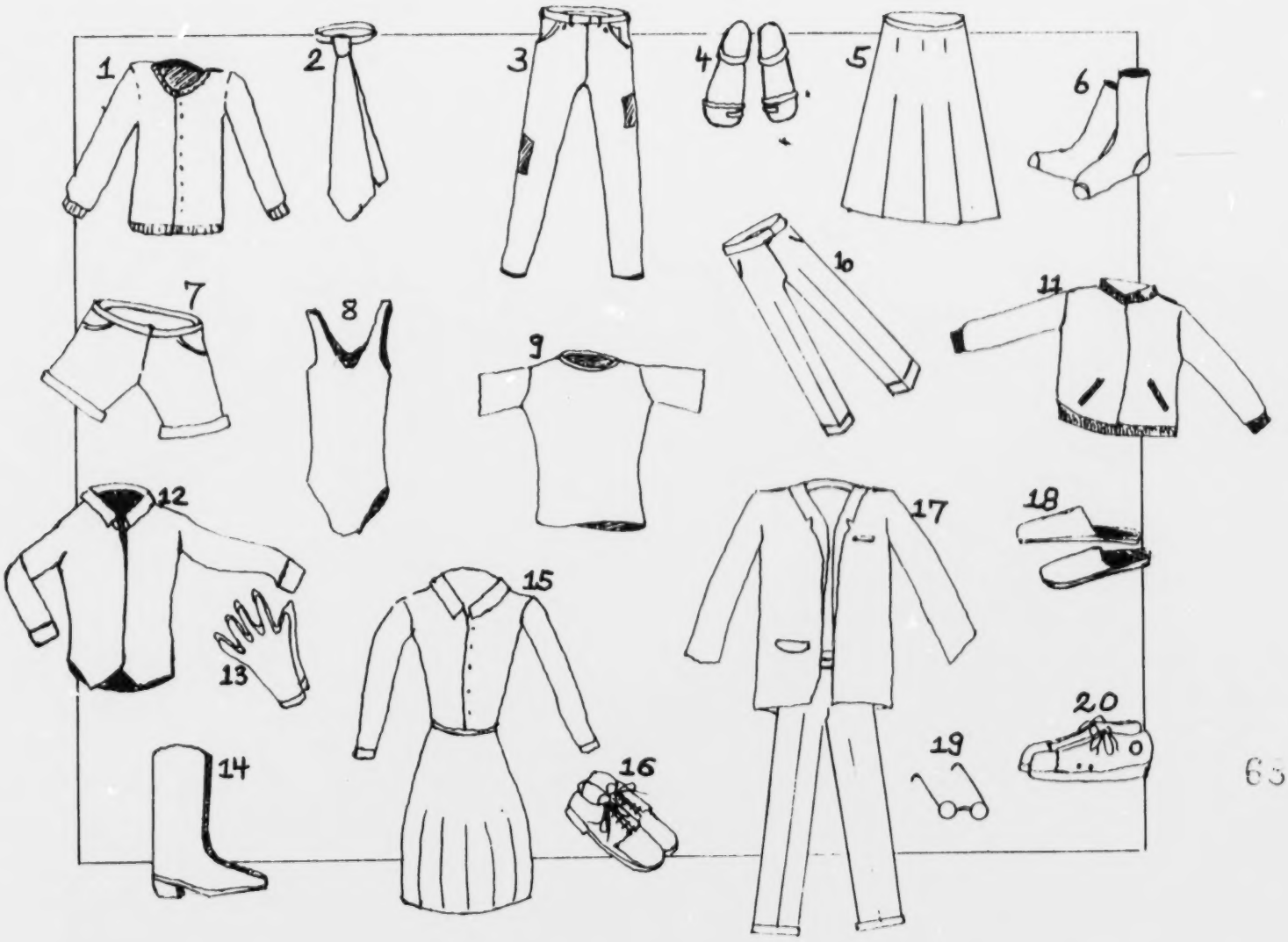
Glasses _____

Socks _____

Boots _____

Shorts _____

Jeans _____



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Talk it Over

Your teacher will ask you the following questions. Listen and answer.

Are you wearing _____ (jeans/socks/sandals...) today?

Are you wearing _____ (yellow/blue/green) _____ (jeans/socks/sandals....) today?

Conversation Circle

Sit in a circle. Ask the student on your right, "What are you wearing today?" After he or she answers, he or she asks the person on the right, "What are you wearing today?" Continue around the circle.

Talk it Over

Look at the other students in your classroom. Write three sentences about what one person is wearing. (Example: She/he is wearing brown shoes.) Then read your sentences without telling the name of the student. Can your classmates guess the name of the student?

Writing

Work with a partner. Look through magazines to find a picture of a famous person. Use some of the words from this chapter to describe what they are wearing and what they look like.

Writing Activity

What do you like? What don't you like?

In the spaces below draw 1) something you like and 2) something you don't like.

I like _____.	**I don't like _____.**

Now write about things you like and don't like. Your teacher will ask you questions about what you like.

1a. I like to eat _____.
1b. I don't like to eat _____.

2a. A sport I like to watch is _____.
2b. A sport I don't like to watch is _____.

3a. The color I like is _____.
3b. The color I don't like is _____.

4a. I like to wear _____.
4b. I don't like to wear _____.

Conversation Circle

Sit in a circle. Choose a topic to talk about. Your topic might be food, clothing, or hobbies. If you choose food, your teacher will say to you, "I don't like spinach, but I like oranges. Do you like oranges?" You will answer, "I don't like oranges, but I like apples." You will ask the person on your right, "Do you like apples?" Continue around the circle.

Chapter IV

Current Events
Intermediate Group

Word Power - Personal Qualities

Here are some words used for describing people. Do you know what they mean? If not, ask a classmate or your teacher.

Rich	Strong	Funny
Good-looking	Proud	Intelligent
Cheerful	Talkative	Graceful
Energetic		

Opposites

Match each word from column A with its opposite in column B.

Column A		Column B
1. rich	_____	A. unattractive
2. strong	_____	B. quiet
3. funny	_____	C. clumsy
4. good-looking	_____	D. poor
5. proud	_____	E. weak
6. intelligent	_____	F. unhappy
7. cheerful	_____	G. humble
8. talkative	_____	H. tired
9. graceful	_____	I. stupid
10. energetic	_____	J. serious

Talk It Over

Which of the words above describe you? Talk with one other partner. Tell him or her about your personal qualities.

Writing Activity

Write about the personal qualities and physical description of someone who is in the news. The person may be a political figure, artist, actor, singer, religious figure. Describe both what the person looks like and how he or she acts.

Talk It Over

You have a special opportunity to invite five people to dinner. You can invite anyone you want - living or dead! The people can be very famous and important people or someone who isn't famous whom you would like to interview for other reasons. Here is a list of possible people to invite. You can choose people from this list or anyone else. When you are finished, discuss your answers with your classmates.

Albert Einstein
Moses
Pélé
Sigmund Freud
Confucius
Adam
Eve
Fidel Castro
William Shakespeare
Mohammed
Jesus
Marquis de Sade
Kevin Costner
Khomeini
John Lennon
Madonna
Napoleon
Cleopatra
Mao Tse-Tung
William Shakespeare
Adolf Hitler
Sylvester Stallone
Roseanne Arnold
Buddha
Socrates
Julius Caesar
Karl Marx
Julio Iglesias
Gandhi
Prince Charles
Menachim Begin
Yasir Arafat

Person #1: _____

Reason Invited: _____

_____

One question you would like to ask him or her:

_____

_____

_____

Person #2: _____

Reason Invited: _____

_____

One question you would like to ask him or her:

_____

_____

_____

Person #3: _____

Reason Invited: _____

_____

One question you would like to ask him or her:

_____

_____

_____

Person #4: _____

Reason Invited: _____

_____

One question you would like to ask him or her:

_____

_____

_____

Person #5: _____

Reason Invited: _____

_____

One question you would like to ask him or her:

_____

_____

_____

Roleplay - Talk Show

Work with one other student. Choose one person you would like to interview. Imagine that you have the opportunity to interview this person on a talk show. Write ten questions you would like to ask this person. Act out the interview with one person being the talk show host and the other being the famous person.

Writing Activity

A talk show host's job is to ask questions which will be interesting to the audience. Many well-known people, however, think that they should be able to maintain their private lives even though they are famous. Write about whether you think there are some questions a famous person should not be asked. Explain your answer. You may want to use an example from a famous person's life to illustrate your answer.

Using English Outside the Classroom - Survey

Take a survey by asking five Americans a question. Bring the answers back to class and compare them with the group. Here are some possible survey questions. Use one of these questions or create your own.

1. If you could ask the president any question, what would you ask him?
2. If you could ask one questions of any person, living or dead, what question would you ask?

Chapter V
Neighborhoods
Beginning Activities

Asking For Directions

Claudio is lost and needs directions to the supermarket. First listen to your teacher say this dialogue. Then practice the dialogue with your teacher or another student.

Claudio: Excuse me, where is the supermarket?

Man: It's on 43rd and Walnut.

Claudio: 43rd and Walnut?

Man: That's right.

Claudio: How do I get there from here?

Man: Go straight ahead for two blocks and turn right. That's 43rd St. Turn left on 43rd St. and go three blocks. The supermarket is on your right side.

Claudio: Let's see, I go straight for two blocks. Turn right and go three blocks, right?

Man: That's right. The supermarket is across from the post office.

Claudio: Thanks.

Questions

1. Where is Claudio going?

2. What do you think he is going to buy?

3. Where is the supermarket?

4. What is across from the supermarket?

Word Power

Directions

Here are some common directions. Do you know what they mean? If not, ask your teacher or another student.

Right	Left	Straight
In Front of	Across From	Behind
On the Corner	Between	Next to

Practice

Your teacher will give you these directions. Listen and follow the directions. Afterwards, practice giving your teacher or another student the same directions.

1. Walk behind the table.
2. Stand next to _____ (student's name).
3. Stand to the left of the chair.
4. Sit across from _____(student's name) .
5. Write your name in the corner of the blackboard.
6. Walk in front of the classroom.
7. Sit between _____(student's name) and _____(student's name).
8. Walk to the right of the table.
9. Walk straight ahead.

Word Power

Here are some important places in your neighborhood. Do you know what these words mean? If not, ask your teacher or another student.

Bank	Supermarket	Library
School	Post Office	Subway Station
Bus	Restaurant	Train Station
Movie Theater		

Talk it Over

Work with a partner. Ask him or her for the name of the place nearest to where he or she lives. Say, "What is the name of the _____ near your house?" Then ask, "Where is it?" Fill in the chart below with your partner's answers.

Place	Name	Where Is It? (Street)
Bank		
Supermarket		
Library		
Post Office		
School		
Subway Station		

Bus Stop		
Restaurant		
Train Station		
Movie Theater		

Listening Activity

Following a Map

Your teacher will give you directions to a buildings on a map of your area. He or she will not give you the number of the building, so you will have to listen carefully and follow the directions.

Talk It Over

Practice

Work with a partner. Draw a simple map. Put buildings numbered 1-10 on the map. Give him or her directions to one of the numbered buildings on the map, but don't say the number of the building! Your partner will follow your directions. When you have finished, check your partner's work. Did he or she find the correct building? Next, change roles and your partner will give you directions to a place on the map.

Act It Out

Practice asking for directions to one of the places in Word Power above. Your teacher will give you directions. Repeat the directions to make sure you understand.

Chapter V
Neighborhoods
Intermediate Activities

Word Power - Idioms

Sometimes Americans use idioms which can be hard to understand when they give directions. Look over this list. Do you understand what these idioms mean? Ask your teacher or another student if you don't understand these phrases. Can you think of any other phrases Americans use with directions?

- Bear to the left
- Fork in the road
- Dead-end
- Hang a left
- Make a right
- Take a right

Listening Activity - Following a Map

Your teacher will give you directions to a building on a map of your area, using some of the idioms above. He or she will not give you the number of the building, so you will have to listen carefully and follow the directions.

Talk It Over - Practice

Work with a partner. Draw a simple map. Put buildings numbered 1-10 on the map. Give him or her directions to one of the numbered buildings on the map, but don't say the number of the building! Your partner will follow your directions. When you have finished, check your partner's work. Did he or she find the correct building? Next,

change roles and your partner will give you directions to a place on the map.

Listening Activity

Words that Sound Similar

Your teacher will read one of the sentences below. Circle the letter of the sentence you hear.

1. a. It's next to the bank.
   b. It's near the bank.

2. a. Go to Pine Street and turn left.
   b. Go to Pine Street. It's on the left.

3. a. It's the big stone building after the post office.
   b. It's the big stone building before the post office.

4. a. Turn to your right and it's the first building on the left.
   b. Turn to your right and it's the third building on the left.

5. a. Make a left on 15th Street.
   b. Make a left on 50th Street.

6. a. The library is right after the bank.
   b. The library is right of the bank.

7. a. The subway station is between the restaurant and the movie theater.
   b. The subway station is behind the restaurant and the movie theater.

8. a. Bear right on 40th St.
   b. Bear right on 14th St.

Using English Outside the Classroom

Try one of the activities below to practice your skills at asking and giving directions.

1. Write directions to a place in your neighborhood. Make sure that the directions are clearly written and easy to understand, but don't write the place you are directing the person. Exchange directions with a classmate. For homework, follow the directions. When you return to the next class, report back on where you went.

2. Practice asking directions from Americans on the street. Make a list of places in your neighborhood to which you may need directions. For homework, ask directions to one of these places. Did you understand everything the person said? If there were words you didn't understand, ask your teacher.

Reading Activity - Issues in the Neighborhood

Those Who Don't

Those who don't know any better come into our neighborhood scared. They think we're dangerous. They think we will attack them with shiny knives. They are stupid people who are lost and got here by mistake.

But we aren't afraid. We know the guy with the crooked eye is Dave the Baby's brother, and the tall one next to him in the straw brim, that's Rosa's Eddie V. and the big one that looks like a dumb grown man, he's Fat Boy, though he's not fat anymore or a boy.

All brown all around, we are safe. But watch us drive into a neighborhood of another color and our knees go shakity-shake and our car windows get rolled up tight and our eyes look straight. Yeah. That is how it goes and goes.

Sandra Cisneros' <u>The House on Mango Street</u>

Discussion Questions

1. What do "Those Who Don't" think about the author's neighborhood?

2. How does the author feel about her own neighborhood? What sentences tell you how she feels about it?

3. What does the author mean when she says, "our knees go shakity-shake"?

4. How do you think people from other neighborhoods feel when they enter your neighborhood?

5. How do you feel when you go into other neighborhoods in your city?

Talk it Over

Think about your neighborhood here in the U.S. and your neighborhood in your country. Work with a group of 3-4 students. One person in the group should be the secretary who will write the groups' responses. Take a large sheet of paper and divide it into two columns. Label one column, "Neighborhood in the U.S." and label the other "Neighborhoods in Our Countries". List all the words you can think of to describe the two neighborhoods. When all the groups are finished, post the sheets up on the wall. Are there any words you don't know? Ask your teacher or another student about them. Talk about your old neighborhood and your neighborhood in the U.S. When you are finished, discuss these questions:

1. What do you most like about your neighborhood in the U.S.?

2. What do you most miss about your neighborhood in your country?

3. Did most of the people in your class live in an urban (city) or rural (country) neighborhood in their country?

4. How are the lists about the neighborhood in the U.S. and in your countries different?

5. What concerns or problems did you have in your old neighborhood?

6. What concerns or problems do you have now in your neighborhood?

Writing Activity

Write about the differences between your neighborhood in the U.S. and in your country. Use some of the words from the word lists in the activity above. Describe the neighborhoods so that the reader can see, hear, smell, and feel what they are like.

Using English Outside the Classroom - Survey

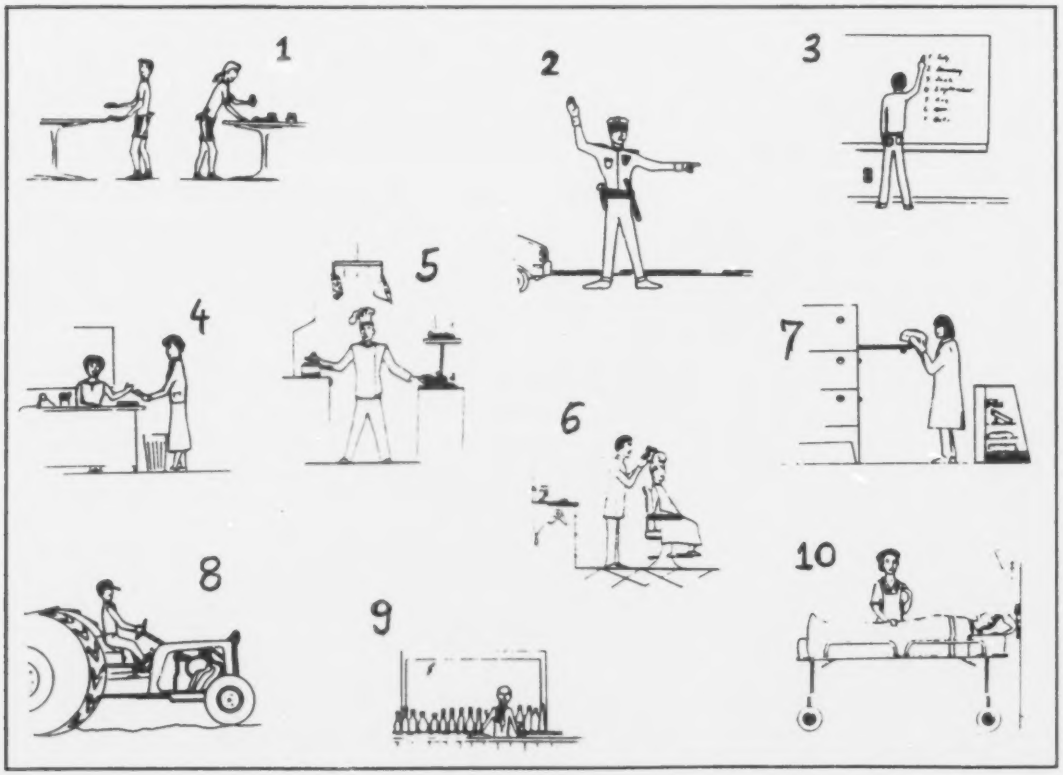
To find out more about your neighborhood and practice your English skills, take a survey of the people in your neighborhood. Ask five Americans these questions, "What do you think is the best thing about our neighborhood?" and "What do you think is the biggest problem in our neighborhood?" Write down their answers and share them with the class.

Chapter VI
Exploring Careers
Beginning Activities

Word Power

The words below are different jobs people may have. Do you know the meaning of these words? Match these words with the pictures below. Write the number of the picture next to the word.

Bartender _____
Teacher _____
Cook _____
Waiter/Waitress _____
Hair Stylist _____
Farmer _____
Police Officer _____
Secretary _____
Baker _____
Nurse _____



BEST COPY AVAILABLE

Talk It Over

Work with a small group of three to four students. Look at the list of jobs above. Discuss with your group the best and worst jobs on the list. Then, rank the jobs from 1 to 10 (1= best and 10=worst). The following sentences may help you in talking with your group:

The best job is _____, because _____ (It pays well/ It's interesting/ It's easy work).

The worst job is _____, because _____ (It doesn't pay well/ It's boring/ It's dangerous work).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Act It Out

Act out one of the jobs on the list above for the class. Don't tell them which job you are acting out. The class will guess both what you are doing and the name of the job. For instance, someone will say, "She's pouring and serving drinks. She's a bartender."

This list of actions below will help you to say what the person is doing.

She/he is:

serving food.
teaching students.
cooking food.
cutting and styling hair.
planting seeds.
baking bread.
typing letters and answering the phone.
directing traffic and giving tickets.
talking to patients and giving injections (shots).

Dialogue - What Do You Do?

Augusto meets Peter at a party. After they introduce themselves, Augusto asks about Peter's job. Listen carefully as your teacher reads the conversation below. Then work with a partner to read the dialogue.

Augusto: What do you do?
Peter: I'm a cook.
Augusto: Oh, where do you work?
Peter: At Bob's Restaurant.
Augusto: Where is it?
Peter: It's at the Gallery at 11th and Market.
Augusto: Is your job full-time or part-time?
Peter: It's full-time. I work from 10:00 to 6:00 Tuesday through Saturday.
Augusto: How long have you worked there?
Peter: For about three years.
Augusto: Three years! You must like it!

Peter: Well, it's a job. It's okay. The people are nice and the boss is fair, but it doesn't pay very well and it's kind of boring sometimes.

Writing Activity

Below is the job application Peter filled out in order to get his job as a cook. Read over the application and then complete the blank application on the following page.

Job Application

Name: Peter Brown

Address: 1234 Pine Ave. Philadelphia, PA 19123

Phone Number: 222-1234

Date of Birth: 10-16-66

Education: West Philadelphia High School 1980-1984

Previous Employment: Busboy, Bill's Restaurant (1984-1987)
Waiter, Alice's Restaurant (1987-1990)

When can you work? Write yes or no.

Days? yes

Evenings? no

Weekends? yes

Job Application

Name: _____

Address:

_____

Phone Number: _____

Date of Birth: _____ _____

Education:_____

_____

_____

_____

Previous Employment:

_____

_____

_____

_____

_____

_____

When can you work? Write yes or no.

Days? _____

Evenings? _____

Weekends? _____

Chapter VI
Exploring Careers
Intermediate

Read over the list of jobs below. Are there any jobs with which you're not familiar? If so, ask you teacher what people in these jobs do. Now look at the list again and choose three jobs you would most like to have. You may also choose jobs which are not on this list.

Bartender
Teacher
Cook
Waiter/Waitress
Hair Stylist
Farmer
Police Officer
Secretary
Baker
Nurse
Receptionist
Janitor
Truck Driver
Repair Person
Carpenter
Day Care Worker

Talk It Over

Talk with another classmate about your choice of jobs. Tell him or her what jobs you chose and why.

Ranking Jobs

What is most important to you in choosing a job? Choose the five things that are most important to you. Rank them in order from 1 to 5. (1= most important, 5= least important) When you have finished, compare your answers with a partner.

To make a lot of money. _____
To have a clean job where you can wear nice clothes. _____
To work with people. _____
To work good hours. _____
To have a safe job. _____
To have respect from other people. _____
To have a job which interests you. _____
To get benefits (insurance, paid holidays, sick days, etc.). _____

Writing Activity

Write about the best or worst job you have ever had. What did you do? When? What was good or bad about that job?

Writing Activity
Job Interviews

Here are some of the most common questions employers ask on a job interview. Read over the list. Ask your teacher or a classmate about any questions you don't understand. Then think about how you would answer each of these questions. Work with a partner or a small group to write answers to each of these questions.

1. What are your qualifications for this position? (Why should we hire you?)

2. What are your strengths? What are your weaknesses.

3. Tell me about yourself.

4. Why are you interested in this position?/Why do you want this job?

5. What kind of experience do you have in this type of job?

6. What does not appeal to you about this job?

7. Describe your last job. What were your responsibilities?

8. How do you feel about working: evenings? weekends? overtime?

9. Do you want to work full-time or part-time?

10. Do you have a car? How will you get to work?

11. Where do you hope to be five years from now?

Dos and Don'ts in a Job Interview

Read over the list below. Which of them should you do in a job interview? Which should you not do? Write "yes" next to the things you should do and "no" next to the things you should not do. Compare your answers with the rest of your class. Do you agree on all points?

For homework, interview an American who has a job you might like. Ask them which of these things they would or would not do on an interview.

Look at the interviewer. _____

Chew gum. _____

Wear big earrings and necklaces. _____

Wear a suit and tie (men) or a dress (women). _____

Dress neatly. _____

Come to the interview a few minutes early. _____

Give long answers. _____

Give short "yes" or "no" answers. _____

Smoke. _____

Give personal information about your family. _____

Answer a question even if you don't understand it. _____

Ask about how much the job pays early in the interview. _____

Act It Out
Roleplay a Job Interview

When you've finished discussing the Dos and Don'ts in a Job Interview, work with a partner to act out a job interview. One person should be the interviewer and the other should be the person looking for a job.

Using English Outside the Classroom
Informational Interviews

Before actually going on a job interview, it's a good idea to talk to someone who has the job you want. You can get more information on the job, find out about the advantages and disadvantages, and practice your English skills. Read over the questions below. If there are any questions you don't understand, ask your teacher. What other questions do you have about the job? Write these questions in the blanks provided. Make a list of two people you know who have a job about which you would like to get more information. Call them and ask if you can talk with them for fifteen minutes about their job. Ask them the following questions.

1. What responsibilities do you have in this job?
2. What kind of experience or education do you need?
3. What do you like about this job?
4. What do you dislike about this job?
5. What are possibilities for advancement? (What kind of promotions can I get from this job?)
6. What is the salary range for this job? (Approximately how much does this job pay?)
7. Does this job involve night or weekend work?
8. Do you know anyone I could speak with to get more information about this job?

Additional Questions:

9. _____
_____
_____
10._____
_____
_____

Setting Goals

Now that you've gotten more information about jobs, it's time to think about your goals. The chart below asks you to think about your long term goal (a goal you would like to achieve in five years) and your short term goal (a goal you would like to achieve this year or semester). After you have completed these sections, write down the skills you need to meet your short-term goal. For example, you may need improved English skills or further training in a particular area to achieve the goals you've set. Once you have written the skills you need, think about where you can get more information about meeting your goal. For instance if you need to continue your education, you might get more information at a community college or

a program which prepares students for the GED. If you want job training, you may find more information at a local Private Industry Council.

When you've finished filling in the chart below, talk with a partner about your goals.

Long-Term Goal	Short-Term Goal	Skills Needed	Where can I get more information?

Grammar Appendix

Chapter I
Beginning Grammar Activities

The Verb "Be" - Present Tense		
I am	or	I'm
You are		You're
He/she is		He/she's
We are		We're
You are		You're
They are		They're

A. This is a story by Jehad, a student from Jordan. Use *is, am,* or *are* to complete the story.

I _____ Jehad, and I _____ a student in Philadelphia. I _____ 34 years old. I _____ from Jordan. My brothers Hassan and Amir _____ also students in Philadelphia. Today we _____ on a trip with four other students. They _____ students in Philadelphia. Three students _____ from Puerto Rico and one student _____ from Haiti. We _____ in New York. We _____ happy to be here, but we _____ nervous. New York _____ a very beautiful city, but it _____ very large and crowded.

B. Use is or are and a nationality to complete the following sentences.

1. Jehad _____ from Jordan. He _____ _____ .
2. Maria is from Spain. She _____ _____ .
3. Mitsuo is from Japan. He _____ _____ .
4. Claudia and Katharina _____ from Germany. They _____ _____ .
5. Augusto _____ from Mexico. He _____ _____ .
6. Pierre is from France. He _____ _____ .

Chapter I
Intermediate Grammar Activities

Past Tense Review

A. Rosa wrote a story about her life. She wanted to put it in the past tense, but she has made some mistakes. Put an x through the wrong words and write the correct word above.

I am born in San Juan in 1962. When I am 8 yrs. old, my family move to Ponce. My two brothers and my sister and I are very happy in Ponce. We have many friends and play outside all the time. When I am young, I study very hard at school. I finish high school in 1980. In 1982, I meet my husband. He works at a school. He teach math. We decide to get marry two years later. We move to Philadelphia three years ago.

B. Write the past form of irregular verbs. Then use five of the verbs to tell a partner about something you did last week or last year.

be _____

become _____

bring _____

come _____

do _____

eat _____

find _____

get _____

go _____

have _____

hear _____

know _____

leave _____

say _____

speak _____

teach _____

Chapter II
Beginning Grammar Activities

Simple Present

Simple present is used to express daily habits or activities.

Example: I drink coffee every morning.

I		He
You	work	She works
We		It
They		

Negative: (I, you, we, they) do not work
(He, she, it)does not work.

Question: Do (I, you, we, they) work?
Does (he, she, it) work?

A. Make sentences about Rosa.

1. cook dinner every day.
2. take care of the children.
3. shop every week.
4. wash clothes every week.
5. take out the garbage on Tuesdays.
6. work hard at school.

B. This story is about Rosa's family schedule and who does housework in the family. Fill in the blanks with housework verbs.

There is a lot of housework in my family. Everyone helps. I _____ dinner every evening. My husband _____ care of the children in the evenings. My daughter Lydia _____ out the garbage every Tuesday. My son _____ the floor every week. My husband or I _____ at the store every week.

Possessive Adjectives

I am Betty.	**M y** name is Betty.
You are Elizabeth.	**Your** name is Elizabeth.
He is George.	**His** name is George.
She is Karen.	**Her** name is Karen.
It is Spot. (the dog)	**I t s** name is Spot.
We are Mei and Hau.	**Our** names are Mei and Hau.
You are John and Paul.	**Your** names are John and Paul.
They are Sally and Jane.	**Their** names are Sally and Jane.

C. Circle the correct form.

1. (I/My) name is Betty.
2. (I/My) am from Germany.
3. (I/My) sister is twenty years old.
4. How old are (you/your)?
5. How old is (you/your) sister?
6. (He/His name) is George.
7. (We/Our) have a big family.
8. (We/Our) family is big.

Chapter II
Intermediate Grammar Activities

Comparatives

Use comparatives to compare two people or things.

Use -er than with one syllable words.
David is **taller than** John.

Use more ... than with two syllable words.
Jane is **more famous than** Laura.

Some exceptions
The comparative of good = better than.
The comparative of early = earlier than.

Superlatives

Superlatives compare three or more things or people.

Use the -est for one syllable words.
George is **the tallest** man in the room.

Use the most ... for two syllable words.
Julie is **the most famous** person in the world.

Exceptions
The superlative of good = the best.
The superlative of early = the earliest.

A. Work in groups of three or four. Compare your height and age with the other students in your group.

1. Who are you taller than in you group? I am taller than _____.

2. Who are you shorter than in you group? I am shorter than _____.

3. Who is the tallest person in your group? _____ is the tallest person.

4. Who is the shortest person? _____ is the shortest person.

5. Who are you younger than in your group? I am younger than _____.

6. Who are you older than in your group? I am older than _____.

7. Who is the oldest in your group? _____ is the oldest in the group.

8. Who is the youngest in your group? _____ is the youngest in the group.

B. Think of the names of three famous people. With a partner, write the three names below. Then use the adjectives below to make comparisons of the three.

_____ _____ _____

Example: Michael Jordan is stronger than President Clinton, but Mohammed Ali is the strongest of the three.

1. Rich
2. Famous
3. Intelligent
4. Interesting
5. Strong
6. Athletic
7. Attractive

Chapter III
Beginning Grammar Activities

Present Progressive

The present progressive is used for activities that are happening right now.

Affirmative		Contractions	
I am		I'm	
You are		You're	
He/She/It is	sitting.	He/She/It's	sitting.
We are		We're	
They are		They're	

Negative - I'm not sitting.

Question - Are you sitting? Is he sitting?

A. Answer the following questions using the present progressive.

1. What are you doing right now?
2. What are you wearing right now?
3. What is the person to your right wearing right now?
4. What is the person to your left wearing right now?

B. Your teacher will give students in your class directions. Then she or he will ask a student to describe what the person is doing.

Example: stand up
Student 1 stands up.
Teacher: What is Lydia doing?
Student 2: Lydia is standing up.

1. smile
2. open the door
3. close the door
4. sing
5. read your book
6. write with your left hand
7. scratch your arm
8. talk to the person on your left
9. sit on the floor.
10. stand at the back of the class

Chapter III
Intermediate Grammar Activities

"Both of" or "Neither of"

When comparing two people or things, *both of* is used with affirmative ideas and *neither of* is used with negative ideas. A plural verb follows *both of.* A singular verb usually follows *neither of,* but a plural verb is also possible.

Example:

David is shy. I'm shy.
Both of us are shy.

Tina isn't rich. I'm not rich.
Neither of us is (or are) rich.

A. Compare these people using *both of* or *neither of.*

1. Luciano Pavarotti likes to sing. Laura likes to sing.

---

2. Olympic swimmers swim well. I swim well.

---

3. The pope is religious. Gloria is religious.

---

4. Lydia doesn't like sports. John doesn't like sports.

---

5. Michael Jordan is tall. Carlos is tall.

---

6. Shelley isn't lazy. Miguel isn't lazy.

---

7. Ann doesn't eat breakfast. Bill doesn't eat breakfast.

---

8. Mitsuo doesn't smoke. Peter doesn't smoke.

Chapter IV
Beginning Grammar Activities

Frequency Adverbs	(From 100% to 0% of the time.)
always	100%
usually	
often	
sometimes	
rarely	
never	0%

A. Talk about how often you do the following activities with other students in your class.

Example: drink coffee in the morning
Student 1: I always eat breakfast.
Student 2: I rarely eat breakfast.
Student 3: (Student 1) always eats breakfast. (Student 2) rarely eats breakfast.

1. eat breakfast
2. smoke after dinner
3. drink orange juice with breakfast
4. watch TV in the evening.
5. sing in the shower
6. drive to school.
7. take the bus to school.
8. take aspirin when I have a headache.
9. exercise in the evening.
10. come to class early

Chapter IV
Intermediate Grammar Activities

"Used to"

Used to means that something was true in the past, but isn't true anymore. It is used with the simple form of a verb.

Examples:
I used to smoke two packs a day, but I don't smoke anymore.

I never used to drink coffee at breakfast, but now I drink two cups of coffee in the morning.

A. Make sentences with similar meanings by using *used to.*

1. When I lived in Puerto Rico, I swam everyday. Now I don't swim often.

I _____ everyday, but now I don't.

2. When I was a child, I was quiet, but now I'm not.

I _____ quiet, but now I'm not.

3. Last year I lived in San Francisco, but now I live in Philadelphia.

I _____ in San Francisco, but now I don't.

4. When David was a student, he wore jeans everyday. Now he is a lawyer and he wears a suit everyday.

He _____ to wear jeans, but now he wears a suit.

5. When I was young, I watched cartoons on TV, but now I watch the news.

I _____ cartoons, but now I watch the news.

B. *Used to* is used to express an activity people did in the past, but don't do anymore. What things did you do in your country that you don't do anymore? Make a list with your partner.

Chapter V
Beginning Grammar Activities

Prepositions of place

A. Do you know the meaning of all these words? If you are not sure, ask your teacher or another student to perform an action demonstrating the meaning.

Examples: The pen is **o n** my desk.
I am standing **o n** the table.

I n
On
Next to
Between
In front of
Behind/in back of
Under/below
Above
To the right of
To the left of
At the top
At the bottom

B. Your teacher will hide a pen in different places in the classroom. Use the words above to guess where the pen is. Example: Is it under the chair? The person who guesses correctly will hide the pen again.

C. Your teacher will give you directions to draw a picture using the words above. Example: Draw a table. Draw a chair to the right of the table. Draw a woman to the left of the table. Draw a vase on the table, etc.

Chapter V
Intermediate Grammar Activities

Should/Shouldn't

Should expresses a good idea. The simple form of the verb follows *should*.
Example: You should eat breakfast in the morning.

The negative form is should not or shouldn't.
Example: You shouldn't smoke cigarettes.

A. Complete the following sentences using the expressions below or your own words.

play loud music at 2 am.	yell at the students
study hard every night	eat chicken soup
explain things clearly	run 10 miles
watch TV every night	be respectful of others
ask questions when confused	sleep a lot and relax

1. A good neighbor should _____.
2. A good neighbor shouldn't _____.
3. A good student should _____.
4. A good student shouldn't _____.
5. A good teacher should _____.
6. A good teacher shouldn't _____.
7. A person with a bad cold should _____
_____.
8. A person with a bad cold shouldn't _____
_____

Chapter VI
Beginning Grammar Activities

Future Tense - "I will"

I will is used to express activities which will occur in the future. It is often used with the following time expressions: tomorrow, next week, next month, next year.

Statement		Contraction
I		I'll
You		You'll
She/he/it	will	She'll/He'll/It'll
We		We'll
They		They'll

Negative

(I, you, she/he/it, we, they) won't

Question

Will you go shopping tomorrow?

A. Practice using contractions with *will.* Write the contraction for the words in parentheses. Practice pronouncing these contractions.

1. (I will) _____ be at work at 9:00 tomorrow morning.

2. (He will) _____ leave for the beach tomorrow.

3. (We will) _____ have dinner at 6:00 in the evening.

4. (She will not) Karen is very tired tonight. She _____ stay up late tonight.

5. (It will) _____ be too rainy to have a picnic tomorrow.

6. (He will not) I asked him for dinner at 6:00, but he's usually late. He probably _____ be here on time.

B. Use will or won't to talk about things you will do in the future.

Example: study/tonight - I will study tonight.

1. see/this weekend
2. eat/for dinner tonight
3. buy/this weekend
4. go/next month
5. read/tonight
6. be/next week

Chapter VI
Intermediate Grammar Activities

Stating Preferences

These are two different ways of stating a thing or activity you like better than another:

I would rather _____ than _____.
"Would rather" is followed by the simple form of a verb and used with "than."
Example: I would rather eat chocolate than lettuce.

I prefer ____ to _____.
"I prefer" can be used to compare two nouns or two verbs in the -ing form and is used with "to"
Examples: I prefer chocolate to lettuce.
I prefer biking to running.

A. Complete the following sentences with *than* or *to*.

1. I prefer swimming _____ skiing.
2. I would rather watch TV _____ study in the evening.
3. Charles would rather have oranges _____ apples.
4. Tina prefers reading mystery books _____ reading schoolbooks.
5. Claudia would rather listen to classical music _____ jazz.
6. Laura prefers fish _____ chicken.

B. Imagine that you are at a job interview and the employer has asked you these questions about your preferences. Write the correct response.

1. Would you rather working days or evenings?

_____

_____

2. Do you prefer working Monday through Friday or Wednesday through Sunday?

---

3. Would you rather wear a suit/dress or casual clothing at work?

---

4. Would you rather have a high paid or low paid job?

---

5. Would you rather have a job with a lot of responsibilities or few responsibilities?

---

6. Do you prefer a job where you spoke only English or a job where you spoke both English and your language?

---

7. Do you prefer a job where you always do the same things everyday or a job where you are always doing different things?

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8. Do you prefer coffee or tea?